

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE
THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF
IAIN METRO**

By:

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Faculty of Tarbiyah and Teacher Training

English Education Study Program

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2021 M

**AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE
THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF
IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF
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APPROVAL PAGE

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THESIS ON THE ENGLISH EDUCATION DEPARTMEN
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NOTIFICATION LETTER

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Matter : **In order to hold the Munaqosyah
of Pungki Galuh Adityas**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.

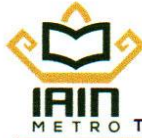
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-5522/In-28-1/D/PP-00-9/12/2021

An Undergraduate thesis entitled: AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN METRO. Written by: Pungki Galuh Adityas, Student Number 1701070133, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, 09 December 2021 at 09:30 – 11:00 p.m

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**AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE
THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF
IAIN METRO**

ABSTRACT

By:
Pungki Galuh Adityas

The purposes of this research are to analyze the use of hypotaxis clause in the undergraduate-thesis on the English Education Department Student at IAIN Metro. To analyze the most dominant type of hypotaxis clause used in the undergraduate-thesis on the English Education Department Student at IAIN Metro. This research is expected to be beneficial in informing the use of hypotaxis clause in the academic writing. It is because the concept of hypotaxis clause is very important in academic writing.

This research is a qualitative research. The type of research is a case study. Meanwhile, the qualitative design used in this study is a descriptive study. The data was taken from the primary sources that are ten undergraduate thesis of English department students IAIN Metro in the Academic Year of 2018/2019, particularly in the part of background of study.

The first research result is related with the use of the hypotaxis clause in the undergraduate-thesis on the English Education Department students at IAIN Metro. The use of the hypotaxis clause in the undergraduate-thesis is dominated by the appropriate use that is 90%. The second research result is related with the most dominant type of hypotaxis clause in the undergraduate-thesis. The most dominant type of hypotaxis clause in the undergraduate-thesis is the addition type (100%).

Keyword: Writing, Disjungsi, Undergraduate Thesis

ANALISIS HYPOTAXIS CLAUSE PADA SKRIPSI PADA MAHASISWA PENDIDIKAN BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:
Pungki Galuh Adityas

Tujuan dari penelitian ini adalah untuk menganalisis penggunaan hipotaksis dalam skripsi mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Metro. Untuk menganalisis jenis klausa hipotaksis yang paling dominan digunakan dalam Skripsi pada Mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Metro. Penelitian ini diharapkan dapat bermanfaat dalam menginformasikan manfaat ayat bypotaxis. Hal ini dikarenakan konsep hipotaksis klausa e sangat penting dalam penulisan akademik

Penelitian ini merupakan penelitian kualitatif. Jenis penelitian adalah studi kasus Sedangkan desain kualitatif yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diambil dari sumber utama yaitu sepuluh skripsi mahasiswa jurusan Bahasa Inggris IAIN Metro Tahun Ajaran 2018 2019. khususnya pada bagian latar belakang studi.

Hasil penelitian pertama berkaitan dengan penggunaan klausa hipotaksis dalam skripsi mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Metro. Penggunaan klausa hipotaksis dalam skripsi didominasi oleh penggunaan yang sesuai, yaitu 90%%. Hasil penelitian kedua terkait dengan jenis klausa hipotaksis yang paling dominan dalam skripsi. Jenis klausa hipotaksis yang paling dominan digunakan dalam sekripsi adalah jenis addition yaitu 100%.

Kata Kunci: *Penulisan, Disjungsi, Skripsi*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

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States this undergraduate thesis is originally the result of research of researcher in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, Decembr 2021



Pungki Galuh Adityas
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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2021



Pungki Galuh Adityas
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MOTTO

لِلَّهِ سَبِيلٌ فَهُوَ فِي الْعِلْمِ طَلَبٌ فِي جِجْ خَرٍ مَنْ

“Barang siapa keluar untuk mencari Ilmu maka dia berada di jalan Allah”.

(HR. Turmudzi)

A woman who has a tough mentality comes from a harsh environment.

~PGA.

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Edy Suyitno and Mrs. Susiyani)
2. My Sponsor (Mrs. Syahreni Siregar, M.Hum.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
3. My Grandfather Katimin and my mother,s sister Rindiyati,S.Pd. and my support my old brother Galih Aditya and young brother Galang Erlangga Aditya who always support me.
4. My best friends,Dwi Kurniawan,Eka Nurrohmah,Wahyu Sri Hartuti,Wahyu Safitri,Fitria Cusnul Khotimah,Shindi Anggun Lestari,and Ahmad Faeyza.
5. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “An Analysis of Hypotaxis Clause Department Student of IAIN Metro”. Sholawat and salam are being upon to our prophet Muhammad SAW, the great leader of moral awakening in the world.

In the second place, I would like to express thanks to my parents for financial and spiritual support. Thus, the researcher gives thanks to the sponsor Syahreni Siregar.M.Hum. who has really guided the researcher to attain this proposal. Lastly, the researcher knows that this proposal is not perfect. The researcher supposes that at least the result of this research could provide an important subscription to teaching-learning English in the school or college.

Metro, December 2021
Writer



Pungki Galuh Adityas
St. Number. 1701070133

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is the process of describing a language so that the message conveyed by the researcher can be understood by the reader. Writing in essence is knowledge. Knowledge is not only in the form of words or phrases but can also be pictures and a combination of ideas, and everything in mind.

In addition, writing skill in English can add vocabulary. People can also train the ability to describe or explain something through writing. Beside that, it can also expand knowledge because of reading a lot of information about English. Therefore, people can explore words in English that have never been known before.

Academic writing is a part of the process of negotiating what is to be taken as accepted knowledge within a discipline and this is best achieved through modes of expression that have become conventionalized through the particular social and cultural contexts in which they arise.¹ In the other words, academic writing is an activity for the purpose of completing a study task at an educational institution where the researcher is currently studying. The forms of academic writing include of paper, paper-works that need to be presented, thesis to obtain an S-1 degree or diploma level and a degree in above S-1.

Furthermore, writing in the academic field is very important because it is in an education or completing a study. Therefore, students need to

¹Martin Hewings. "Academic Writing in Context", Birmingham:2001. British Library Cataloguing 10.

understand well how to write correctly, where students must understand the type of Writing, reader considerations, public orientation, determining writing themes and ideas, developing ideas or ideas, writing elements, writing style, adjusted spelling, editing. In today's era, writing skill must be possessed by every individual, because writing is a form of verbal communication language to convey ideas or ideas to other people or the general public.

On the other hand, writing is not a simple thing. There are many components needed in the writing process. It means that writing is a very complex thing because it involves English vocabulary skills, English grammar, the ability to develop writing ideas, the ability to master mechanical writing. The complexity of the components in writing, there are often obstacles for foreign language learners, due to limited English vocabulary, grammar skills, and other aspects.

In line with the complexity of the process of Writing in English, the researcher had conducted a pre-survey on December, 17 2020 by observing thesis at another metro library. It is known that there is the use of hypotaxis clause in five students' undergraduate-thesis. The researcher observed the students' undergraduate-thesis document and found phenomenon of the use of the hypotaxis clause. The pre-survey result is presented in the following table:

Table 1
The Pre-Survey Result of The Hypotaxis Clause

No	Data of undergraduate thesis	The appropriate use	The inappropriate use
1	SD	1	4
2	GH	1	1
3	BA	2	2
4	CA	-	1
5	SW	1	1
Total		5	9

The researcher found that there were 9 inappropriate use of 14 use of hypotaxis clause in the document. Especially in chapter 1, the conjunctions that is indicated the use of hypotaxis include 5 use of *as* found in data RD, 2 use of *because* found in data NH, 4 use of *while* found in data AB, 1 use of *where* found in data IS, and 2 use of *which* found in data AN.

In addition, one of the uses of the hypotaxis clause in the NH thesis that is shown in the following sentence: *Mastering vocabulary is important for learners because it is one of the basic components and plays an important role in the four language skills. In fact, the students still low in vocabulary mastery.* The use of hypotaxis clause is shown by the use of the conjunction *because*. The function of the hypotaxis clause in the example above is to show the reason of activity in main clause.

Furthermore, the researcher intends to analyze more deeply the phenomenon of hypotaxis clause in metro students' undergraduate thesis. Hypotaxis clause is hypotaxis is concerned with the binding relationships between units of unequal grammatical status, for example, between a free and a bound clause or between two bound clauses of unequal.

Hypotaxis clause is a clause word that is indicated by the use of a conjunction that is in a sentence that states a sentence that is similar but not the same. In the other words, hypotaxis clause is the clause that can turn an unrelated sentence into a logical sentence when connected. Hypotaxis clause is a grammatical and rhetorical term which is used to describe a phrase or clause in a dependent or subordinate relationship. The function of using a hypotaxis clause in a scientific paper or thesis is that the hypotaxis clause relates to many complex clauses consist sting of two or more clauses, so that they can be logically connected.

Based on all the descriptions above, the researcher intends to explore the use of the hypotaxis clause in the undergraduate-thesis. In this case, the researcher conducted a qualitative research in the form of case studies. In conducting this research during the pandemic, the researcher collected research data by accessing the TBI IAIN Metro repository by asking permission first from the IAIN Metro library. After collecting the research data, the researcher focused on data analysis by reducing the data needed to answer research question in order to achieve the research objectives. Therefore, the researcher constructs a research proposal entitled *An Analysis of Hypotaxis Clause in Undergraduate-thesis on the English Education Department Student at IAIN Metro*.

B. Research Questions

The researcher arranges research questions, including of:

1. How is the use of hypotaxis clause in the undergraduate-thesis on the English Education Department Students at IAIN Metro?
2. What is the most dominant type of hypotaxis clause used in the undergraduate-thesis on the English Education Department Student at IAIN Metro?

C. Objectives and Benefits of the Study

1. Objectives of the study

Based on the reset question, the researcher determine the objectives of this study, including:

- a. To analyze the use of hypotaxis clause in the undergraduate-thesis on the English Education Department Student at IAIN Metro.
- b. To analyze the most dominant type of hypotaxis clause used in the Undergraduate-thesis on the English Education Department Student at IAIN Metro

2. Benefit of the study

This research is expected to provide benefits not only for the researcher but also for lecturers and other researchers.

- a. For the student

This research is expected to provide benefits for students to share information with them regarding the use of the hypotaxis clause in thesis and the most dominant type of hypotaxis in thesis. By knowing this, the students are expected to be able to respond to it by

trying to understand the concept of the hypotaxis clause well and practice applying it, to get a better quality of scientific writing.

b. For the Lecturer

This research is expected to provide benefits for English teachers to provide information related to the phenomenon of the hypotaxis clause in thesis which includes a description of the use and the most dominant type. By knowing this information, teachers are expected to be inspired/motivated to encourage students to improve the quality of scientific writing.

c. For the Other Researchers

This research is expected to be useful for other researchers in providing information related to the same research topic, namely the hypotaxis clause in thesis. Through this new research, it is hoped that other researchers are able to obtain useful input related to hypotaxis clause, not only in thesis, but also at the technical level of the research on hypotaxis clause in thesis. Therefore, this research is expected to be a useful reference for other researchers.

D. Prior Researchers

Several prior researches are important to consider. The prior research was conducted by Hanna Suci anggreni, Farikah, Lilia Indriani with the research title An analysis of parataxis and hypotaxis construction in descriptive text written by first graders of SMK BANDAR SUNGAI

CROCODILE MALAYSIA in the year 2017². The research method is qualitative. The objectives of her research are to find out the types of taxis and logic-semantic relations in student, descriptive text. While the results of his research proves that the student descriptive text consists of 380 clauses which 188 of the those are simple sentences, fragments and the rest is clause complexes.

The research has similarities and differences with the first prior research. The similarity lies in the similarity of the research topic and research method because the topic of this research is the hypotaxis clause on writing method. While the difference lies in the difference research purposes. This is because the purpose of this study is to analyze the use of the hypotaxis clause in thesis of the TBI IAIN Metro students and to examine the dominant type used in the TBI IAIN Metro student's undergraduate-thesis. While the objectives of the first prior research are the objectives of this research are to find out the types of taxis and logic-semantic relations in student, descriptive text.

The next prior research was conducted by Dessy kurniasy entitled "Hypotactic Structure in English."³ The research objectives include this present study focuses on the study of a hypotactic structure in English. While the results of his research include the finding shows that the concept of

² Hanna Suci Anggreni, Farikah, Lilia Indriani, "An analysis of parataxis and hypotaxis construction in descriptive text written by first graders of smk Bandar sungai buaya Malaysia in the year 2017," *Research on Applied Linguistics Language and Language Teaching* 1, no.1 (2018):86-95.

³ Dessy kurniasy "Hypotactic Structure in English," *Journal of Linguistics, Literature & Language Teaching* 2, no 2 (2016): 1-17.

hypotactic structure in English is divided in two types: expansion and projection.

This research has similarities and differences with the second prior research. The similarity lies in the similarity of research topics and methods. This research is because the topic of this research is hypotaxis clause on writing with the method qualitative research. While the difference lies in the difference in research objectives. This is because the purpose of this study is to analyze the use of the hypotaxis clause in thesis of the TBI IAIN Metro students and to examine the dominant type used in the TBI IAIN Metro student's undergraduate-thesis. While the purpose of the second prior research is this present study focuses on the study of a hypotactic structure in English.

The next prior research was conducted by Sri kurnia sari and Yusuf Hidayat entitled “The Realization of Clause Complexes in Article Abstracts⁴.” The research objectives include this study reports the analysis of taxis realized in clause complexes of the article abstracts. While the results of the study, among others, the results of the study showed that parataxis is more dominant than hypotaxis used in clause complexes in article abstracts.

This research has similarities and differences with the third prior research. The similarity lies in the similarity of the research topic and research method because the topic of this research is the hypotaxis clause on writing method. Qualitative research. While the difference lies in the difference in research objectives. This is because the purpose of this study is to analyze the

⁴ Sri kurnia sari and yusuf hidayat” The Realization of Clause Complexes in Article Abstracts,”*Journal on Language and Literature* 5,no 2 (2019):158-162.

use of the hypotaxis clause in thesis of the TBI IAIN Metro students and to examine the dominant type used in the TBI IAIN Metro student's undergraduate-thesis. While the purpose of the third this study reports the analysis of taxis realized in clause complexes of the article abstracts.

The novelty of this study rased an important component of grammar, namely the hypotaxis clause in scientific writing, namely the thesis which is the final taks that determines student writing.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Undergraduate Thesis

1. The Concept of Writing

Writing is a social and communal activity involving researcher and readers joining together to exchange information, to support each other, and to work toward a transfer of ideas, experiences, and opinions.⁵ In the other words, through writing there are many benefits that can be obtained both for researcher and readers in exchanging important information.

Writing is a process of thinking and expressing thoughts or ideas in the form of essays. The writing process is a way to describe the steps that effective researcher follow, from the initial point of coming up with an idea for writing to the final point, the paper that the intended audience reads.⁶ Writing is an activity to convey information to other people in writing, which is realized in the form of a series of arrangement of letters that can be understood by author and can be understood by the readers.

Writing is usually a communication with others. And yet the essential transaction seems to be with oneself, a speaking to one's best self.⁷ Writing is an activity and language skill and carried out actively and usually convey informative ideas that contain many messages and are recorded using writing instruments.

⁵Luis A. Nazario, Deborah D. Borchers, William F. Lewis. *"Bridge to better writing"*. United Kingdom:2010. Lyn Uhl 7.

⁶Luis A. Nazario, Deborah D. Borchers, William F. Lewis. *"Bridge to better writing"*. United Kingdom:2010. Lyn Uhl 9.

⁷Peter Elbow. *"Writing whit power"* New York: 1998. Oxford University Press 179.

According to David Nunan, writing is both a physical as well as mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard⁸. It means that writing is a mental process of deliver ideas and thinking about how to present them effectively in the form a written text.

Furthermore, writing is organized or shaped as with what you are actually doing as you write in other words, we are concerned with the work that the particular type of organization is doing⁹. It can be said, writing must be in accordance with grammar rules and in accordance with the objectives to be written.

2. Characteristic of Academic Writing

Academic writing attempts to be precise, semi-formal, impersonal and objective. Academic writing is a writing activity to complete a learning activity or study in education where the author is studying. A feature of most academic writing is a tendency to use rather formal verbs to express the researcher's meaning accurately. Academic writing is a scientific essay which is a fact and is written according to a writing methodology. Academic writing is non-fiction writing produced by academic works such as writing produced by universities and students who analyze culture and propose new theories.

⁸ David Nunan, Teaching English to speakers of other language (New York: Routledge, 2015), 78.

⁹ Phyllis Creme and Mary R. Lea, Writing at University A guide for students (New York: Mc Graw-Hill Education, 2008), 79

Academic writing is non-fiction writing produced by academic works such as writing produced by universities and students who analyze culture and propose new theories.

Some characteristics of academic writing are, as follows:¹⁰

- a. Organizing Writing to Convey Major and Support Ideas.
- b. Using relevant reasons and examples to support a position.
- c. Demonstrating a command of standard written English, including grammar, phrasing, effective sentence structure, spelling, and punctuation.
- d. Demonstrating facility with a range of vocabulary appropriate to the topic.
- e. Showing awareness of audience needs and write to a particular audience or reader.

Based on this information, it is know that academic writings are scientific references to account for the content and compose according to scientific concepts.

3. The Concept of Undergraduate Thesis

- a. The Definition of Undergraduate Thesis

The undergraduate-thesis is the guiding document that presents the research result.¹¹ The undergraduate-thesis is the scientific

¹⁰ Eli Hinkel.” *Teaching Academic ESL Writing Practical Tehniques in Vocabulary and Grammar*”. London: 2004. Lawrence Erlbaum Associates 19

¹¹Brandé Flamez,et al. “*A Counselor’s Guide to the Dissertation Process Where to Start & How to Finish*”. Baker : 2017. Associate Publisher 69

explanation that presents and answers the research objectives¹². According to Robert V. Smith, the undergraduate thesis or dissertation is generally encyclopedic in nature that contains an extensive survey of the literature, including historical background¹³. It means that undergraduate thesis should cover an comprehensive analysis of the article, include historical culture.

An undergraduate thesis is a major of accomplishment of sustained concentration that represents setting and achieving a high academic goal¹⁴. It means that an undergraduate thesis is the highest achievement or final project. In addition, an undergraduate thesis is a type written manuscript in which the student addresses a particular problem in his chosen field¹⁵. It can be said that the results of this thesis are written about how students solve problems in the chosen field.

Based on the above, undergraduate thesis is a term used to illustrate a scientific paper that contains research results that discuss a topic or phenomenon in a particular field of science by using the rules used.

¹² Martha Davis. "Scientific Papers and Presentation". Tokyo:2005. Academic Press 51.

¹³ Robert V. Smith et al., *Graduate Research A Guide for The Students In The Sciences* (tokyo: Elsevier, 2016), 142.

¹⁴ Lorrie Blair, *Writing a Graduate Thesis or Dissertation* (Canada: Sense Publisher, 2016),1.

¹⁵ Umberto Eco, *How to Write a Thesis* (Cambridge: MIT Press, 2015), 1.

b. The Function of Undergraduate Thesis

The function of undergraduate thesis include of:¹⁶

- 1) The significance of the undergraduate-thesis is reflected in the high rates of low birth weight in this understudied population.
- 2) A student can write a thesis that becomes the foundation of a broader research project that continues into the years ahead, if he has the means and desire to do so.
- 3) Additionally, writing a thesis develops valuable professional skills that are useful after graduation.
- 4) Writing a thesis guides a student to organize ideas and data, to work methodically, and to build an “object” that in principle serves others.

Based on the explanation above, the undergraduate thesis function is a reference for students, supervisors, reviewers, examiners, managers, and other parties involved in thesis or dissertation preparation process starting from thesis undergraduate-thesis writing project course, thesis undergraduate-thesis writing project, undergraduate-thesis, research, report preparation, exams, up to the assessment stage.

c. Elements of Undergraduate Thesis

Typically, undergraduate thesis include of the following:¹⁷

¹⁶ Umberto Eco, *How to Write a Thesis.*, 5.

¹⁷ Martha Davis, *Scientific Papers And Presentation* (Tokyo: Academic Press, 2005), 68-69.

1) Introduction

Introduction is general justification for the study, the hypothesis or purpose behind the study, and a specific statement of objectives. It can be said that introduction is a general description of research that helps the reader to know the outline of the research.

2) Literature Review

Literature review is a detailed report from the library search about what has already been done on the subject (sometimes combined with the introduction). It means that literature review is detailed explanation of what has already been on the subject.

3) Materials and Methods

Materials and methods are the account of the specific techniques used in the study, including materials needed, statistical designs, and data collection and analyses. In the other words, materials and methods that constitute notes or explanations of specific techniques used in the research.

4) Results

Result is a presentation of the data acquired from your research.

5) Discussion

Discussion is significance of the data as well as the relationship between your work and the findings of others (results

and discussion may be combined). It can be said, discussions have detailed explanations of data that also discuss the relationship between your work and the findings of other parties or people.

6) Conclusions

Conclusion is a summary of the findings and their significance and perhaps suggestions for further research or applications for the findings. It means that the conclusion is a complete record made from the result of research.

7) Bibliography

Bibliography is references or literature cited.

8) Appendices

Appendices are related materials that support a point and provide additional information but are not essential for understanding the thesis itself. In the other words, appendices are associated component that backing a mark and add additional data but are not element for intelligence the hypothesis itself

B. The Concept of Learning Hypotaxis Clause

1. The Definition of Hypotaxis Clause

A hypotaxis clause is a kind of clause that show the relationship of units of unequal grammatical status, as illustrated by the subordinate and main clauses in the sentence; for the example: *When Jack fell down, he*

broke his crown.¹⁸ It means that where a subordinate unit is involved, the relationship between the main and subordinate units is known as a hypotaxis relationship. In the other words, hypotaxis clause has aims to connect several clauses consisting of main and subordinate clauses.

Hypotaxis is concerned with the binding relationships between units of unequal grammatical status, for example, between a free and a bound clause or between two bound clauses of unequal.¹⁹ Hypotaxis relates to an unequal grammatical part between related clauses or two unequal interrelated clauses or two unequal interrelated clauses. It means that hypotaxis clause refer to the complex sentences.

Hypotaxis is the counterpart of parataxis which refers to the juxtaposition of two grammatical elements without the presence of a function word²⁰. Hypotaxis refers to joining of two clauses or phrases by means of an overt function word that indicates the syn-tactic-semantic relationship between the two. Hypotaxis is a clause word that is indicated by the use of a conjunction that is in a sentence that states a sentence that is similar but not the same. Hypotaxis clause can turn an unrelated sentence into a logical sentence when connected.

Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. Contrasting with this is

¹⁸ David Morley. G. "Syntax in Fuctional Grammar an Introduction to Lexical Grammar in Systemic Linguistik," New York: 2000. Firstpublished.27.

¹⁹David Morley. G. "Syntax in Fuctional Grammar an Introduction to Lexical Grammar in Systemic Linguistik," New York: 2000. Firstpublished.87.

²⁰ Geoffrey Khan. " Encyclopedia of Hebrew language And linguistics "Boston: 2013. Koninklijke Brill.hal 220

parataxis, which is the relation between two like elements of equal status, one initiating and the other continuing²¹. Hypotaxis is a grammatical and rhetorical term which is used to describe a phrase or clause in a dependent or subordinate relationship. Hypotaxis or subordinating style is a grammatical term that serves to describe a sequence of phrases or clauses in a dependent relationship.

2. The Function of Hypotaxis Clause

Hypotaxis Clause has some function, as follow: ²²

- a. Hypotaxis has function to join two clauses or phrases by means of an overt function word that indicates the syntactic-semantic relationship between the two.
- b. Writers use hypotaxis when they want to convey logical, casual, or temporal relationship within the clause in a sentence.
- c. Also, it is used to express individual and related thoughts by using subordinate clauses help in amplifying a central idea.

3. The Types for Hypotaxis Clause

Table 2
The Types for Hypotaxis Clause

Types	Category	Meaning	Hypotactic	
			Finite	Non-finite
Addition	'and 'additive: Positive	X and Y	While, whereas	Besides, apart from, as well as

²¹Christin M.I.M. Matthiessen Halliday's Introduction to Functional Grammar, New York 2014. 440

²²Geoffrey Khan." *Encyclopedia of Hebrew language And linguistics*"Boston: 2013. Koninklijke Brill.hal 220

	'nor', additive: negative	Not X and Y	-	-
	'but' adversative	X and conversely Y	While, whereas	Without
Variation	'instead' replace	X but not all X	-	Instead of, rather than
	'except' subtractive	X but not all X	Exempt that, but (for the fact) that	Exempt for, other than
alternation	X or Y	(either ...) or (else)	If... not (... then)	-

Hypotaxis	Which	Whereas While Instead Besides Rather than	As, while When, where Because Even though Despite
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- a. Addition is to add the clause of clause hypotaxis that functions to display the addition of a sub clause to the main clause between while and whereas.
- b. Variation is a type of hypotaxis clause that serves to provide a comparison between 2 clauses.
- c. Alternation is a type of hypotaxis clause that provides an explanation of the series information in the 2 clauses, of the main clause and the sub clause of its use.

4. The Characteristic Hypotactic Clause

The choice between parataxis and hypotaxis characterizes each relation between two clauses (each nexus of clauses; see below) within a

clause complex; and clause complexes are often formed out of a mixture of parataxis and hypotaxis, as in the clause complex diagrammed.²³

a. Example Hypotactic Clause:

“The man who I saw yesterday fell down the stairs this morning”: a principal clause and a subordinate clause.²⁴ While walking home one dry moonless night in 1968 was shot in the back.²⁵ An Introduction to Systemic Functional Linguistics:

When the bullet struck I traveled forward an extra half-step as if someone (wielding a broom handle) had given me a rude shove from behind. Soldiers (who are primed for gun battle) have told me ,a.j,that even in a state of highest combat alert, being shot still comes as a surprise.²⁶

²³ Christin M.I.M. Matthiessen Halliday’s Introduction to Fuctional Grammar ,New York 2014.441.

²⁴ Charles Bernstein.Hank Lazer.” *Stubborn Poetries Poetic Facticity and the Avant-Garde*”, Tuscaloosa:2013. The University of Alabama Press 47.

²⁵ Suzanne Eggins.” *An Introduction to Systemic Functional Linguistics*”. New york:2004, Continuum.263.

²⁶ *Ibid.*, 269.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students²⁷ It can be said, that qualitative research reveals phenomenon from an educational perspective. Qualitative research is a research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed.

In addition, descriptive study is used to propose to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision. In this case, the researcher considers the use of hypotaxis clause in students' undergraduate thesis. The researcher decides to use qualitative research to analyze the use of hypotaxis clause in undergraduate thesis of English department students IAIN Metro.

The characteristic in this research focuses on the descriptive qualitative research. The researcher conducted a case study that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data.

²⁷John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Ed*(New Delhi: Sage Publications, 2012), 16.

Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²⁸ In line with the explanation above, the purpose of this research is to know the hypotaxis clause use in undergraduate thesis of English department at IAIN Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original phenomenon on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other researcher. The primary sources of this research are fifteen undergraduate thesis of English department students IAIN Metro in the Academic Year of 2018/2019, specifically in chapter 1.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

²⁸ Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

C. Data Collection Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.²⁹The data collection is the accumulation of specific evidence that enables the researcher to properly analyze the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.³⁰Qualitative researchers also have a toolbox of data-gathering techniques, including participant observation, and document analysis.³¹ The researcher in this research used the document in collecting the data. The researcher took documents from the result of the use of hypotaxis clause in undergraduate thesis of English department students IAIN Metro.

In the process of collecting the data, the researcher collects the results of Writing hypotaxis clause students to analyze and to identify the using of Writing hypotaxis clause. In this research, the researcher use three techniques to collect the data. There are observation, documentation and field note.

²⁹John W. Creswell, *Research Design*(California: Sage Publications, 2000), 84.

³⁰Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

³¹Donald Ary et al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

1. Documentation

Qualitative researcher uses written documents or other artifacts to gain an understanding of the phenomenon under study.³² In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos and newspaper. Example of private documents is personal journal and diaries, letters and personal notes.³³ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the document result of fifteen undergraduate thesis of English department IAIN Metro in the Academic Year of 2018/ 2019, particularly in the part of chapter 1.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who get difficulty verbalizing their ideas. Some of the disadvantages of observations are that the researcher is limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with

³²*Ibid.*, 432.

³³*Ibid.*, 180.

individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non university setting). In this research, the researcher observed ten Undergraduate thesis of English Department students IAIN Metro in the Academic Year of 2018/2019, particularly in the part of chapter 1.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects. The aspects consists of text analysis and involve developing a description and themes.

The researcher applies Miles and Huberman model to analyze the data.³⁴ The components of this analysis model are pictured by this figure.

³⁴Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

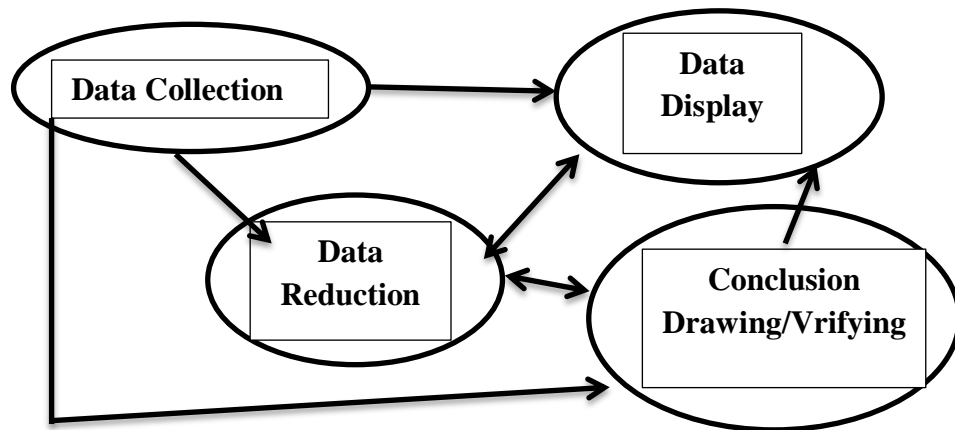


Figure 1.

Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁵

1. Data collection is the step when the researcher gathers all data which are used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaning full raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

³⁵*Ibid.*

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

a. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27.1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAINoutside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI

No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely Tarbiya Faculty, Economy Business Faculty, Syari'ah Faculty and Islamic Announcement and Communication Faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro in academic year 2018/2019 as follows:

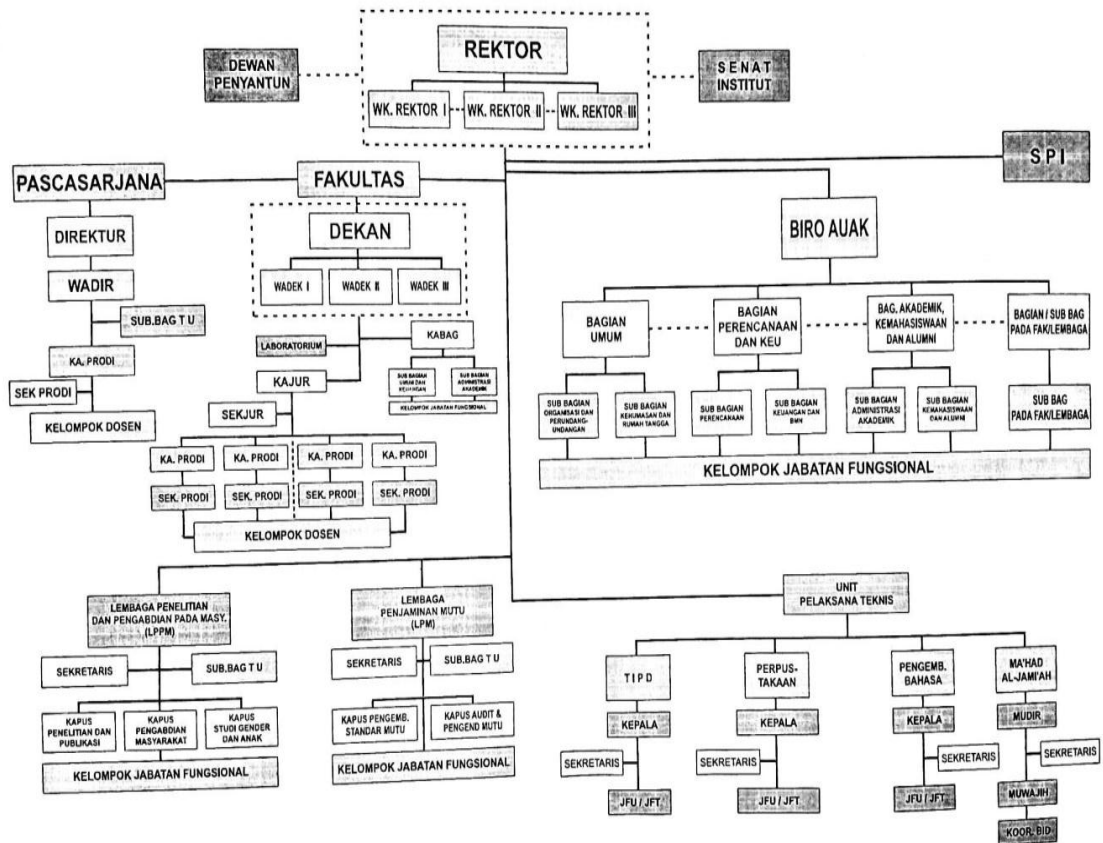


Figure 2.
Structural organization of State Institute for Islamic Studies of Metro in academic year 2018/2019

c. The Facilities of IAIN Metro

In order to support lecturers and students, there are some facilities in state institute for Islamic studies of metro, namely; lecturers room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket

ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table below:

Table 3.
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total
1	Lecturers' room	4
2	Computer laboratory unit & BMT	4
3	Library unit	1
4	Language laboratory unit	2
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	38
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1
16	Students committee office	1
17	Canteen	1

Source: Documentation of state institute for Islamic studies of Metro

Table 4.
Total of Students State Institute for Islamic Studies of Metro

No.	Departm	Program	Students	Total
1.	Tarbiyah and Teacher Training Department	English education program (TBI)	1161	3.572
		Islamic education program (PAI)	211	
		Arabic education program (PBA)	722	
		Islamic elementary school education program (PGMI)	518	
		Mathematic education program (TPM)	216	
		Biology education program (TPB)	245	
		Science social education program	233	
		Islamic childhood education program (PIAUD)	226	
2.	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	9	2.485
		S1 Syari'ah banking program (S1 PBS)	1146	
		Islamic accountant(AKS)	865	
		Islamic economy program (Esy)	328	
		Pilgrimage management (MHU)	137	
3.	Syaria'ah Department	Islamic law program (AS)	365	984
		Islamic economy law program (HeSy)	471	
		Islamic constitutional law (HTNI)	148	
4.	Da'wah and Communication Department	Language and Arabic Literature	78	579
		Communication and Islamic Broadcasting	378	
		Islamic Extension Guidance		
Total				2.485
Total Student				7.620

This data from Sistem Akademik (Sismik) IAIN Metro on access June 21th, 2021.

2. Description of Research Result

Description of Research Result refers to the research objectives including to analyze the use of hypotaxis clause in the undergraduate-thesis on the English Education Department Students at IAIN Metro; and to analyze the most dominant type of hypotaxis clause used in the Undergraduate-thesis on the English Education Department Students at IAIN Metro

a. The Use of Hypotaxis Clause in the Undergraduate-Thesis on the English Education Department Students at IAIN Metro.

In collecting data about the use of the hypotaxis clause in the undergraduate-thesis using observation techniques. Therefore, the instrument is an observation sheet. In this case, the research observes ten undergraduate-theses written by TBI IAIN Metro students.

The use of the hypotaxis clause in undergraduate-theses of IAIN Metro students are presented in the following data :

1) NK

In the following data, there are four uses of the hypotaxis clause in the undergraduate-thesis, especially in the background of the study. There are three uses of the hypotaxis clause that are classified as appropriate use. Meanwhile, there are two classified as the inappropriate use.

The appropriate use is shown in the following sentence:

Mastering vocabulary is important for learners because it is one of the basic components and plays an important role in the four language skills.

The sentence contains the correct use of the hypotaxis clause, namely the use of *because*. *Because* connects two clauses that have the same complete component which is indicated by the presence of a subject and a verb in each clause that is connected by *because*.

While the use of hypotaxis clause classified to the inappropriate use on NKH data that is shown in the following sentence.

From the problem above, the researcher finds that most of the Students of SMP N 10 Metro have difficulties in studying English because limited on vocabulary.

The sentence above contains the use of an inappropriate hypotaxis clause because the connector *because* connects the sub-clause contains an incomplete component, namely the absence of a subject in the sub-clause.

The correction of the sentence above is as follows:

From the problem above, the researcher finds that most of the Students of SMP N 10 Metro have difficulties in studying English because they have limited vocabulary.

The correction of the sentence above is the addition of the subject in the sub-clause to be *because they have limited*

vocabulary. In addition, there is also the addition of *have* on the sub-clause.

2) AM

In the following data, there are seven uses of the hypotaxis clause in the undergraduate-thesis, especially in the background of the study. There are seven uses of the hypotaxis clause classified as the appropriate use. Meanwhile, there is one classified as the inappropriate use.

The appropriate use is shown in the following sentence.

*On the basis of the above findings, it is well known that the percentage of Students with MMC is 10%, **while** the percentage of Students without MMC is 90%.*

The sentence contains the correct use of the hypotaxis clause, namely the use of *while*. *While* connects two clauses that have the same complete component which is indicated by the presence of a subject and a verb in each clause that is connected by *while*.

While the use of hypotaxis clause classified to inappropriate use on the AM data that is shown in the following sentence.

That is because the effective for use in teaching reading.

The sentence above contains the use of an inappropriate hypotaxis clause because the connector *because* connects the sub-clause that contains an incomplete component, namely the absence of a subject and a verb in the sub-clause.

The justification for the sentence is as follows

That is because it is effective to use in teaching reading.

The correction of the sentence above is the addition of the subject and the verb in the sub-clause to be *because it is effective to use in teaching reading*.

3) IS

In the following data, there are three uses of the hypotaxis clause in the undergraduate-thesis, especially in the background of the study. There are three uses of the hypotaxis clause classified as appropriate use. Meanwhile, the appropriate use is shown in the following sentence.

*The use of disjunction actually and in fact in sentence above is inappropriate **because** there is not comma after the disjunction actually and in fact.*

The sentence contains the correct use of the hypotaxis clause, namely the use of *because*. *Because* connects two clauses that have the same complete component which is indicated by the presence of a subject and a verb in each clause that is connected by *because*.

4) RD

In the following data, there are ten uses of the hypotaxis clause in the undergraduate-thesis, especially in the background of the study. There are ten uses of the hypotaxis clause classified as appropriate use. Meanwhile, the appropriate use is shown in the following sentence.

*Language is the most important thing to human life, **because** without language the people cannot communicate and understand each other.*

The sentence contains the correct use of the hypotaxis clause, namely the use of *because*. *Because* connects two clauses that have the same complete component, which is indicated by the presence of a subject and a verb in each clause that is connected by *because*.

5) FS

In the following data, there are seven uses of the hypotaxis clause in the undergraduate-thesis, especially in the background of the study. There are seven uses of the hypotaxis clause classified as appropriate use. Meanwhile, there are one is classified as inappropriate use.

The appropriate use is shown in the following sentence.

While the number of Students who got C grades in speaking is 4 Students (25%), who got D is 7 Students (43,75%), and who got E in speaking is (0%).

The sentence contains the correct use of the hypotaxis clause, namely the use of *while*. *While* connects two clauses that have the same complete component which is indicated by the presence of a subject and a verb in each clause that is connected by *while*.

While the use of hypotaxis clause is not right on the FS data is shown in the following sentence.

*It is can see when Students communicate in class they cannot speak English fluently **because** they does not have many vocabulary and good pronountation.*

The sentence above contains the use of an inappropriate hypotaxis clause because the connector *because* connects the sub-

clause contains a wrong helping verb *does* that should be replaced by *do*.

The correction of the sentence above is as follows:

It can be seen when Students communicate in class they can`not speak English fluently because they do not have many vocabulary and good pronunciation.

The correction of the sentence above is the addition of the subject in the sub-clause to be *because they have limited vocabulary*. In addition, there is also the addition of *have* on the sub-clause.

The result of observation data related to the use of *hypotaxis* clause in thesis in full are presented in appendix 3 data analysis in ilustrations in the following table:

Table 5.
The use of Hypotaxis Clause in Undergradute Thesis

No	The use	Frequency	Percepatge
1	The appropriate use	57	90 %
2	The inappropriate use	6	10 %
	Total	63	

Based on the data above, it can be seen that the use of the hypotaxis clause in the undergraduate-thesis on the English Education Department students at IAIN Metro is dominated by the right use, which is 90%.

b. The Most Dominant Type of Hypotaxis Clause Used in the Undergraduate Thesis on the English Education Department Students at IAIN Metro. The Types Of Hypotaxis Clause Include Of:

1) Addition

Based on the results of observations of ten undergraduate-theses in the background of study, it was found that there were sixty-three uses of hypotaxis clause type addition dominated absolutely other types, the use of hypotaxis clause type addition is explained in the following data:

Table 6.
The analyze sentence contain correct and incorrect Hypotaxis Clause

No	Data	The sentence containing hypotaxis clause	The analysis
1.	SE	English plays an Important role in education <i>because</i> English is an international language that is used to communicate with people around the world.	The sentence uses hypotaxis clause type addition by marked by the use of the word <i>because</i> . It is <i>because</i> it is used in the sentence to provide an explanation of cause.
2.	MR	<i>Whereas</i> the sample of the first prior research IS 8th and 9th graders at a junior high school in Tangerang.	The sentence uses hypotaxis clause in the type of addition by marked by the use of the word <i>whereas</i> . <i>Whereas</i> is used in the sentence to provide an

			explanation of comparison.
3.	LS	Writing is one of all forms of written language use, which require different treatment <i>when</i> compared with the activity of the use of language in spoken form.	The sentence uses hypotaxis clause type addition by marked by the use of the word <i>when</i> . <i>When</i> is used in the sentence to provide an explanation of time.
4.	LP	Open behavior is a psychomotor behavior that includes acts of speaking, sitting, walking and others, <i>while</i> closed behavior includes thinking, thinking, feeling and so on.	The sentence uses hypotaxis clause type addition by marked by the use of the word <i>while</i> . <i>While</i> is used in the sentence to provide an explanation of comparison.
5.	AS	The problems got by the eighth graders of SMP N 1 Batanghari were caused <i>because</i> Students have limited number of English vocabulary so that they were not able to understand the contents of the entire contents of the reading properly.	The sentence uses hypotaxis clause type addition by marked by the use of the word <i>because</i> . <i>Because</i> is used in the sentence to provide an explanation of cause

2) Variation

From the results of observations of ten undergraduate-theses in the part of background of the study, the researcher did not find the use of hypotaxis clause in type of variation.

3) Alternation

Based on the results of observations of ten undergraduate-theses in the part of background of the study, the researcher did not find the use of hypotaxis clause in type of alternation.

All of the explanation above can be illustrated shortly in the following table:

Table 7.
The types of Hypotaxis clause in Undergraduate-theses

No	The types of Hypotaxis clause	Frequency	Percentage
1	Addition	63	100%
2	Variation	-	-
3	Alternation	-	-

Based on the information in the table above, it can be seen that the most dominant type of hypotaxis clause in the Undergraduate-thesis the addition type (100%).

B. Discussion

The discussion of the research results is presented in the following explanation:

1. The use of Hypotaxis Clause in the Undergraduate thesis

In analyzing the use of hypotaxis clause in the undergraduate-thesis, the researcher used observation sheet constructed based on the theory stated by Christin that classified the use of hypotaxis clause to be appropriate and inappropriate.³⁶ In reviewing the use of the hypotaxis clause in the undergraduate-thesis of IAIN Metro, the researcher observed

³⁶ Christin M.I.M. Matthiessen Halliday's Introduction to Fuctional Grammar ,New York 2014. 440

10 background of the study. The result of observation is shown in the following diagram

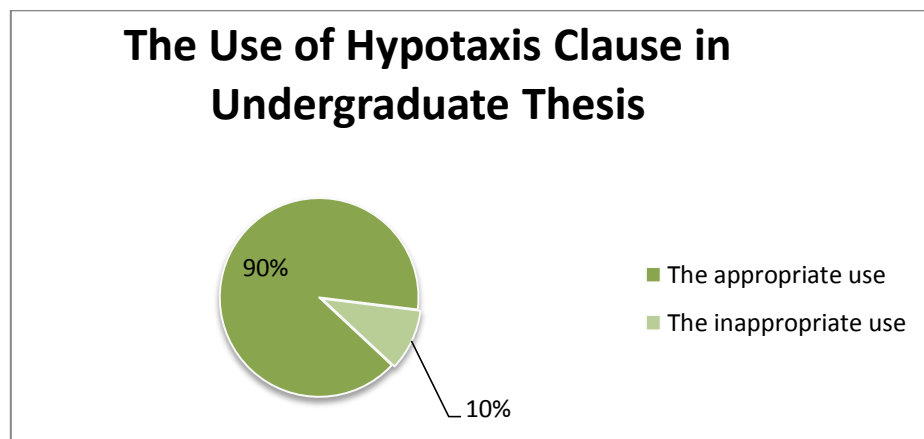


Figure 4.

The use of hypotaxis clause in the undergraduate-thesis on the English Education Department Student at IAIN Metro

Based on the data above, it can be seen that the use of the hypotaxis clause in the undergraduate-thesis on the English Education Department students at IAIN Metro is dominated by the right use, which is 90%.

2. The Most Dominant Type of Hypotaxis Clause Used in the Undergraduate Thesis on the English Education Department Student at IAIN Metro

In analyzing the most dominant type of hypotaxis clause in the undergraduate-thesis, the researcher conducted observation compiled from Christin theory which states that there are three types of hypotaxis clause, including addition, variation and alternation. In reviewing the most dominant type of hypotaxis clause in the undergraduate-thesis, the

researcher observed ten undergraduate-thesis in the background of the study. Meanwhile, the research result are shown in the following diagram:

The Types of Hypotaxis Clause in Undergraduate Thesis

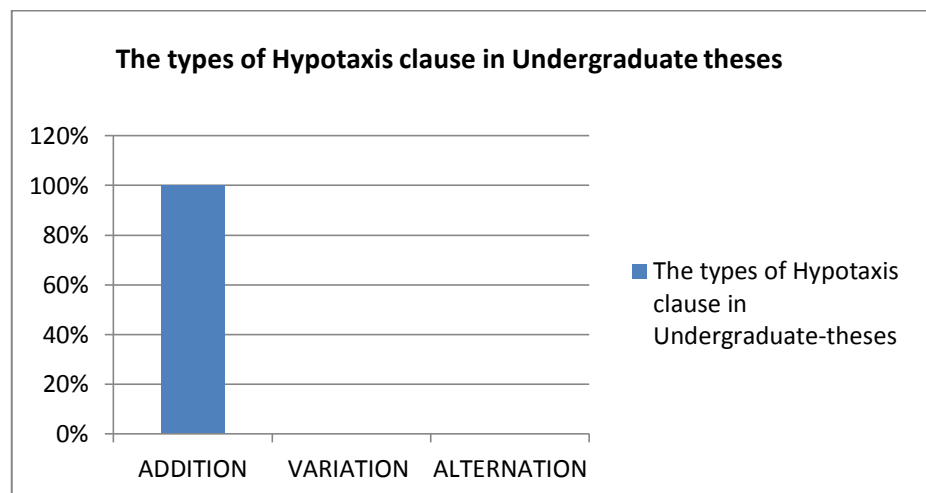


Figure 5.

The types of Hypotaxis clause in Undergraduate theses

Based on the information in the table above, it can be seen that the most dominant type of hypotaxis clause in the Undergraduate-thesis the addition type (100%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study refers to the research objectives which include two research results. The first research result is related to the use of the hypotaxis clause in the students' undergraduate-thesis on the English Education Department at IAIN Metro. The second research result is related to the most dominant type of hypotaxis clause in the students' undergraduate-thesis on the English Education Department at IAIN Metro.

The use of hypotaxis clause in undergraduate-thesis on the English Education Department at IAIN Metro was dominated by the appropriate use. That is because the percentage of appropriate use is 90% and the percentage of inappropriate use is 10%.

The result of the research, the two types of hypotaxis clause that are the most dominant in the English Education Department at IAIN Metro are additional types, namely reaching (100%).

B. Suggestion

Based on the conclusion above, the researcher provides some suggestion:

1. For the Students

This research is expected to be useful for IAIN Metro students specifically for English education ones. Through this research they are expected to improve their quality in English.

2. For the English Lecturer

This research can inspire IAIN Metro English lecturers to improve their students' writing skills in English. This study can provide the meaningful information to the lecturers about the forms of disjunction that are often used and often become the students' problems found in undergraduate-thesis. Lecturers can prepare various alternative solution for improving the quality of students writing.

3. For the Other Researchers

The research is expected to be one of the reference for other researchers to develop the research in the topic of hypotaxis clause. It is because the concept of hypotaxis clause is very important in studying the writing skill. In addition, this research can also be the basis for policy making in the form of teaching materials and teaching media for institutions

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APPENDICES

1. Blueprint of Interview Sheet

The purpose of using the blue print of interview is to obtain data related to the role of the learning environment and the type of learning environment.

No	Aspect	Sub Aspect	References
1.	The quality of each type of hypotaxis clause in the undergraduate-thesis on the English Education Department Students at IAIN Metro	Types of Hypotaxis clause: a. Addition b. Variation c. Alternation	Christin M.I.M. Matthiessen Halliday's Introduction to Fuctional Grammar ,New York 2014.471.
2.	The most dominant type of hypotaxis clause used in the undergraduate-thesis on the English Education Department Student at IAIN Metro	a) Addition b) Variation c) Alternation	Christin M.I.M. Matthiessen Halliday's Introduction to Fuctional Grammar ,New York 2014.471.

2. Blue print of Documentation Sheet

No.	Aspect
1.	Profil of library at IAIN Metro
2.	The building condition and facilities in library at IAIN Metro
3.	The quantity of Students' Undergraduate Thesis of English department at IAIN Metro
4.	Organization structure of Library at IAIN Metro.
5.	Location sketch
6.	Students' Undergraduate Thesis of English department.

3. Blue Print Observation Sheet

The purpose of using this blueprint of observation is to determine the speaking skill of students of the eighth graders of the undergraduate-thesis on the English Education Department Student at IAIN Metro.

No	Data	Sentences	Connector	Appropriate	Inappropriate	Correction
1.	NK	Mastering vocabulary is important for learners because it is one of the basic components and plays an important role in the four language skills.	Because	√		
		Through boggle board game, it can improve socialization between students <i>because</i> the playing model is group.		√		
		From the problem above, the researcher finds that most of the students of SMP N 10 Metro have difficulties in studying			√	From the problem above, the researcher finds that most of the students of SMP N 10 Metro have difficulties

		English <i>because</i> limited on vocabulary.				in studying English because they have limited vocabulary.
		By playing boggle board game, the students can remember vocabulary will be longer, and <i>as well as</i> effectively help to achieve the learning objectives.	As well as		√	By playing boggle board game, the students can remember vocabulary will be longer, as well as it effectively helps the students to achieve the learning objectives.
2.	AB	On the basis of the above findings, it is well known that the percentage of students with MMC is 10%, <i>while</i> the percentage of students without MMC is 90%.	While		√	
		This study and the first prior research have parallels in the research process, namely that the CAR method is used in this			√	

		<p>study, while the first prior study uses the classroom action research method. Furthermore this analysis uses descriptive text type, while narrative text types are used in the first prior study.</p>				
		<p>IKIP PGRI Semarang fifth semester students were the sample of the first previous study; while the first prior study sample is English TEFL 1 Class fifth semester students, 5G and 5H are the classes.</p>		√		
		<p>As a sample consisting of 20 students, the researcher chose science class because this class had low ability to understand the reading text.</p>		√		
		<p>This is because with this research students can</p>	<p><i>Because</i></p>	√		

		sharpen their reading skills in English 7 through the application of Predicting-Activity-and-ConfirmingActivity (PACA) Strategy.				
		As a sample consisting of 20 students, the researcher chose science class <i>because</i> this class had low ability to understand the reading text.		√		
		That is <i>because</i> the effective for use in teaching reading.			√	That is because it is effective to use in teaching reading.
3	IS	The use of disjunction actually and in fact in sentence above is inappropriate <i>because</i> there is not comma after the disjunction actually and in fact..	Because	√		
		It is <i>because</i> the concept of disjunction is very important in studying the writing skill.		√		
		The use of		√		

		disjunction actually and in fact in sentence above is inappropriate because there is not comma after the disjunction actually and in fact.				
4.	RH	Language is the most important thing to human life, because without language the people cannot communicate and understand each other.	Because	√		
		Reading is one of the supporting 2 in learning of English, because in reading we will know about the important information.		√		
		Because they have limited vocabulary and difficult to remember these vocabularies. The students are low interest in learning		√ √		

		process, the technique or strategy which is used by teachers lack of interest, because the students fell afraid with a new language.				
		Students feel bored and lazy when they must read and answer a question about the discourse, they tend to work on other issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar.		√		
		In addition, they are lazy to read the text because they thing that it is very difficult to keep the		√		

		objectivity, completeness and balance of the passage.				
		That is <i>because</i> there are as many as 31 students (74%) in English, while the number of students who are able to reach Minimum Mastery Criteria (MMC) in English is 8 students (26%).		√		
		That is because there are as many as 31 students (74%) in English, <i>while</i> the number of students who are able to reach Minimum Mastery Criteria (MMC) in English is 8 students (26%). Moreover, based on the information given by the teacher, it can be concluded	While	√		

		that the class eighth SMP N 2 Sekampung has limited reading comprehension .				
		That is because there are <i>as</i> many <i>as</i> 31 students (74%) in English, while the number of students who are able to reach Minimum Mastery Criteria (MMC) in English is 8 students (26%). Moreover, based on the information given by the teacher, it can be concluded that the class eighth SMP N 2 Sekampung has limited reading comprehension	As	√		
		Students feel bored and lazy <i>when</i> they must read and answer a question about the discourse, they tend to work on other	When	√		

		issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar.				
5	FS	While the number of students who got C grades in speaking is 4 students (25%), who got D is 7 students (43,75%), and who got E in speaking is (0%).	While	√		
		The research analyzed Bilingualism affects the individual has been discussed as a topic of essential investigation.	As	√		
		The four skills are important to master when we want to	When	√		

		learn English because the four bases are interrelated.				
		It is can see when students communicate in class they can`not speak English fluently because they does not have many vocabulary and good pronountation.		√		
		English is an important subject of education because English is an international language to communicate people of the different country and languages as a foreign language.	Because	√		
		The four skills are important to master when we want to learn English because the four bases are interrelated. In the English language learning		√		

		process the teacher can teach the four skills at the same time <i>because</i> they are closely related.				
		It is can see when students communicate in class they can`not speak English fluently <i>because</i> they does not have many vocabulary and good pronountation.			√	It can be seen when students communica te in class they can`not speak English fluently because they do not have many vocabulary and good pronountati on.
6	SE	As the consideration for the headmaster to find out how quickly students learn especially in using printed mass media to encourage reading skill and will be evaluated together after the researcher has conducted his research.	As	√		
		English plays	Because	√		

		<p>an important role in education</p> <p>because English is an international language that is used to communicate with people around the world.</p>				
		<p>Reading is one of four language skills that is very important to learn and for all humans</p> <p>because by reading, people can know a lot of information from what they read. Reading is the basis of learning English,</p> <p>because by reading students can add vocabulary, understand pronunciation of words and intonation.</p>		√		
		<p>But most students do not know how to read a text, 23 sentence or English word properly,</p>		√		

		<i>because</i> English has a difference between writing and reading.				
		It means that the students' reading skill at the seventh graders of State Junior High School 7 Metro is still low <i>because</i> many students get score less than 65.		√		
		That is <i>because</i> the application of printed mass media is very effective for use in teaching reading.		√		
7.	MR	<i>Whereas</i> the sample of the first prior research IS 8th and 9th graders at a junior high school in Tangerang.	Whereas	√		
		<i>Whereas</i> the sample of the first prior research is 12 nonnative speakers of English from Spanish and		√		

		Indonesian.				
		<i>Whereas</i> the sample of the first prior research is young people.		√		
		In addition, the benefit of writing is <i>as</i> tool for developing an understanding of and ability to use the language.	As	√		
		Based on the result of presurvey, it was found that the phenomenon of code mixing in the students' writing on insatgram, <i>as</i> follow:		√		
		English is very important in a part of human life <i>because</i> English has several benefits.	Because	√		
		It is <i>because</i> the researcher would like to explore the phenomenon of outer code mixing in		√		

		online written discourse.				
8.	LS	Writing is one of all forms of written language use, which require different treatment when compared with the activity of the use of language in spoken form.	When	√		
		It means that when someone is able to master English so he can master the language of the world.		√		
		English mastery can support the success of one's life to compete at the international level because English is an international language.	Because	√		
		In the side of working, English mastery is also very crucial because most of the requirements in looking for		√		

		the job are the high ability of English.				
		In addition, some of people tend to be afraid to write <i>because</i> they do not have ideas to write and they have difficulties in organizing their ideas.		√		
		<i>Because</i> this research revealed the phenomenon of the use of stance marker in written thesis, the form of type stance marker and the difficulties in using the stance marker in undergradutethesis.		√		
		<i>Because</i> this research revealed the phenomenon of the use of stance marker in written thesis, the form of type stance marker and the difficulties in using the stance marker		√		

		in undergraduteth esis.				
9.	LP	Open behavior is a psychomotor behavior that includes acts of speaking, sitting, walking and others, <i>while</i> closed behavior includes thinking, thinking, feeling and so on.	While	√		
		It is expected that this study will be beneficial for English teachers who might use this technique <i>when</i> they teach English especially speaking. As the teachers, they should plan their teaching program.	When	√		
		Teaching media effectively supports the process of speaking ability	Because	√		

		improvement <i>because</i> the media improves the students' motivation in speaking English.				
		The low quality of English pronunciation worsen the quality of speaking <i>because</i> it leads to boredom and misunderstanding in capturing the contents of the message.		√		
		That is <i>because</i> the number of students whose speaking grades are able to complete MMC is only 10 students (25%). Meanwhile, 30 students are unable to complete MMC (75%).		√		
		In the process of speaking students feel nervous <i>because</i> they feel insecure		√		

		about their speaking abilities.				
		That is <i>because</i> the researcher obtained information that psychological factors that could be examined in speaking included: the first study examined several psychological factors in speaking consisting of fear of making mistakes, feeling shy, feeling hesitated, and lack of confidence while speaking English and the second study examines shyness, anxiety, low of confidence, and low of motivation.		√		
10	AS	That was because there were as many as 30 students (67%) in English, <i>while</i>	While	√		

		the number of students who were able to reach Minimum Mastery Criteria (MMC) in English is 10 students (33%).				
		The problems of learning reading are caused because they did not have ability of determining main idea, and supporting ideas, they did not mastery of vocabulary, they have a low motivation in reading comprehension and teaching technique used by the teacher of the students are unattractive and monotonous.	<i>Because</i>	√		
		That was because there were as many as 30 students (67%) in English, while the number of students who were able to reach		√		

		Minimum Mastery Criteria (MMC) in English is 10 students (33%).				
		The problems got by the eighth graders of SMP N 1 Batanghari were caused <i>because</i> students have limited number of English vocabulary so that they were not able to understand the contents of the entire contents of the reading properly.		√		
		The implementation of his strategy is very appropriate <i>because</i> it has been very appropriate <i>because</i> there has been an improve in learning student.			√	The implementation of his strategy is very appropriate because it has been very appropriate .
Total				57	6	

4. The data of the undergraduate-thesis on the English Education

Department Student at IAIN Metro.

The number of data from Undergraduate-thesis on the English Education Department Student at IAIN Metro and the use of the higher type dominant of hypotaxis clause:

Table 1.
The data of the undergraduate-thesis on the English Education Department Student at IAIN Metro.

No.	Data	The use of Hypotaxis clause	The most dominant type of hypotaxis clause
1.	RD	Addition	Because,as well as
2.	NH	Addition	While,because
3.	AB	Addition	Because
4.	IS	Addition	Because,while,as,when
5.	AN	Addition	While,as,when,because
6.	SE	Addition	As,because
7.	LS	Addition	Whereas,as,because
8.	FS	Addition	When,because
9.	MP	Addition	While,when,because
10.	LA	Addition	While,because

DOCUMENTATION SHEET

Table List of Document Point at Library of IAIN METRO

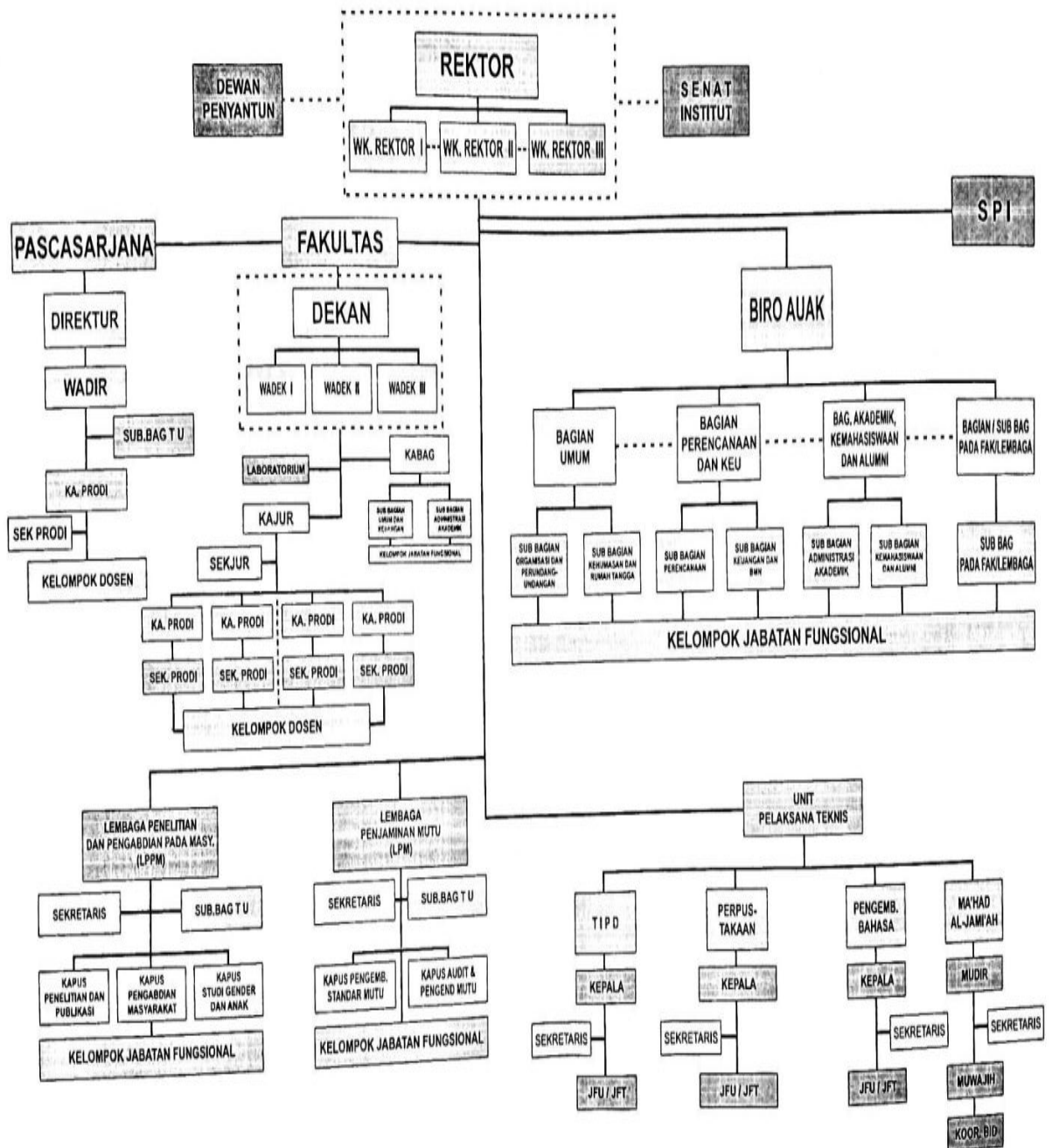
No	Documentation Point	Availability
1.	The profile place of research.	v
2.	The quality object of research.	v
3.	The completeness of research materials.	v
4.	The location sketch in library of IAIN Metro	v
5.	The students' undergraduate thesis	v

*Note :

(v) Tick for each positive availability!

5. The Locatin Sketch IAIN Metro Lampung.

The Location Sketch of IAIN Metro Lampung that can be seen on the figure below:



12/17/2020

Untitled Document



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3394/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **PUNGKI GALUH ADITYAS**
NPM : 1701070133
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OR HYPOTAXIS CLAUSE IN UNDERGRADUATE
THESIS ON THE ENGLISH EDUCATION DEPARTMENT
STUDENT AT IAIN METRO

untuk melakukan *pra-survey* di IAIN METRO LAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Desember 2020
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.23/In.28/U.1/OT. 1/04/2021**

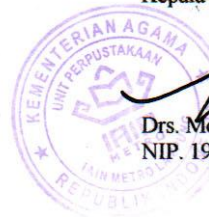
Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-3394/In.28.1/J/TL.00/12/2020 tanggal 17 Desember 2020 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : PUNGKI GALUH ADITYAS
NPM : 1701070133
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-riset penelitian yang berjudul : "AN ANALYSIS OR HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENT AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 06 April 2021
Kepala Perpustakaan,



Mokhtarudin
Drs. Mokhtarudin Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3800/In.28.1/J/TL.00/09/2021
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **PUNGKI GALUH ADITYAS**
NPM : 1701070133
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : A RESEARCH PROPOSAL AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMEN STUDENTS OF IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 September 2021
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4089/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4090/In.28/D.1/TL.01/10/2021, tanggal 14 Oktober 2021 atas nama saudara:

Nama : **PUNGKI GALUH ADITYAS**
NPM : 1701070133
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMEN STUDENTS OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.78/In.28/U.1/OT. 1/10/2021**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-4089/In.28 /J/TL.01/10/2021 tanggal 14 Oktober 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : PUNGKI GALUH ADITYAS
NPM : 1701070133
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 25 Oktober 2021
Kepala Perpustakaan,



As'ad
Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4090/In.28/D.1/TL.01/10/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **PUNGKI GALUH ADITYAS**
NPM : 1701070133
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF HYPOTAXIS CLAUSE IN UNDERGRADUATE THESIS ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 14 Oktober 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Pungki Galuh Adityas
NPM : 1701070133

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	12/21/07	✓	- Perbaiki ketikan Refrensi. - Perbaiki kutipan. - Check and recheck ketikan - Menjelaskan bagaimana penelitian dilakukan selama pandemi - Perbaiki teori di bab 2, tentang hipotesis	
2.	27/21/07	✓	- Ace Bab 1-3	

Mengetahui,
Ketua Jurusan TBI

Andjano, M.Pd.
NIP. 19871102 2015031004

Dosen Pembimbing

Svahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Pungki Galuh Adityas
NPM : 1701070133

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	10/11/2021	✓	- Bab 4 lebih dirapikan bentuk table dll. - di ganti diagram batang - Melampirkan Appendix	
2.	15/11/2021	✓	- kata kunci - rapikan motto - perbaiki kata typo menjadi use	
3.	29/11/2021	✓	- perbaiki kesimpulan - Acc Bab 1-5	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Svahroni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Pungki Galauh Adityas
NPM :1701070133


Jurusan :TBI
Semester :IX/2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		1		
1.	Senin, 27 September 2021		ACC APD	
2.				

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing


Syahreni Siregar, M. Hum
NIP. 19760814200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA


Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : PUNGKI GALUH ADITYAS
NPM : 1701070133
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, *02 Desember*.....2021
Ketua Jurusan TBI


Andianto, M.Pd
NIP: 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1195/In.28/S/U.1/OT.01/11/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Pungki Galuh Adityas
NPM : 1701070133
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070133

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 18 November 2021
Kepala Perpustakaan

As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

DOCUMENTATION RESEARCH

1. The researcher looking for data undergraduate thesis of English Department at IAIN Metro in the Academic year 2018/2019



2. The research analyzed the use of hypotaxis clause in undergraduate thesis 2018/2019 including RD,NH,AB,IS,AN,SE,LS,FS,MP, and LA.



3. The researcher analyzed the use of hypotaxis clause in undergraduate thesis 2018/2019 including RD,NH,AB,IS,AN,SE,LS,FS,MP, and LA.



CURRICULUM VITAE



The name of the researcher is Pungki Galuh Adityas. He was born in Sadar Sriwijaya, East Lampung on April 16th, 1999. He is the first child and the last child from happy couple namely Mr. Edy Suyitno and Mrs. Susiyani. He has graduated from Elementary School (SDN 2 Brajacaka) on 2011. He continued his study in Junior High School (SMPN 2 Way Jepara) and graduated on 2014. After graduated from Junior High School, He continued to Senior High School (SMA Teladan Way Jepara) and graduated on 2017. And on 2017 He continued his study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).